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ABSTRACT

A kindergarten teacher used a classroom learning center approach to design and implement a practicum establishing a child-centered learning environment in her classroom. Several learning centers, including centers for math, language arts, and nutrition, were set up. Twenty-three children received individual assignments through the use of file folders. Centers allowed children to move freely as they performed tasks and met the goals set for them. A reward system was established to motivate children to finish tasks in an acceptable manner. Simple rules, which were enforced at all times, were used in monitoring children's behavior. Instructional materials were coordinated with state and local curriculum requirements. Several checklists were developed and used to assess children's learning. Practicum evaluation data indicated positive results. Mastery was achieved in several areas of instruction by the end of the 12 weeks of implementation. Documentation forms and evaluation instruments are appended. (RH)

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Designing An Instructional Program To Meet The Individual Needs Of Kindergarten Children

by

Mary P. Dickerson

Cluster XXIX

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A Practicum I Report presented to the
Ed.D. Program in Early and Middle Childhood
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1989

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PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Jack W. Hendrix

Jack Hendrix

Principal

Title

480 Dogwood Drive, Columbus, Georgia 31907

Date June 26, 1989

This practicum report was submitted by Mary P. Dickerson under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Early and Middle Childhood and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

June 30, 1989 — Date of Final Approval of Report

Wanda Slayton, Ph D — Wanda Slayton, Ph.D., Adviser

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ABSTRACT

Designing an instructional program to meet the individual needs of kindergarten children. Dickerson, Mary P., 1989: Practicum Report, Nova University, Ed.D. Program in Early and Middle Childhood. Descriptors: Classroom Techniques/Experiential Learning/Individual Instruction/Learning Centers/Kindergarten/ Instructional Innovation/Classroom Design/Teaching Methods/ Flexible Facilities/Classroom Environment/Learning Activities/ Self Directed Classroom/Early Childhood Education

The purpose of this practicum was to establish student-centered individualized instruction through the use of centers in the classroom. The primary goal was to establish a child-centered learning environment that would meet the individual needs of the children involved in the situation. The second goal was the development of individual learning centers or stations in the classroom.

The writer developed several different learning centers at the kindergarten level in the areas of math, language arts and nutrition; correlated the instructional material to the local and state curriculum requirements; provided an orientation session for the paraprofessional; produced a method for the dissemination of information necessary for the children to work individually, and formulated several checklists in order to assess the children on their knowledge.

The results of the practicum were positive. The children were able to use the centers to further their knowledge base and to enrich their learning experiences. The writer was also able to provide individualize instructions for the children needing it and to provide enrichment activities for the above average child. The checklists enable the writer to zero in on the individual needs of each child.

CHAPTER I

INTRODUCTION

The practicum took place in a public elementary school. The school housed kindergarten through sixth grades. There were three sections for each grade level. In addition to the regular education classes found in the school a self-contained learning disabilities class and a learning disabilities resource class were available.

The school was dedicated to the academic success of the students attending. This dedication could be seen in the schools ongoing emphasis in using tests scores to show weaknesses in the different academic subjects and then in taking that information and developing methods to help students master their deficit areas. In the case of a majority of the students in one class falling short on a specific area of testing, teachers were then expected to evaluate their own teaching methods to try to improve or implement new strategies of instruction to insure student success in the deficient area.

The community was a mixture of many cultures and nationalities. Many changes had taken place in the last fifteen years. It had gone from a middle class white community to a salt and pepper community. The socioeconomic structure of the community had gone from middle-middle to low-middle and even high-low. The community was influenced by a large military installation. The school enrollment was, therefore, in a

constant transitional state. Many of the children had been in different schools all over the world.

The professional staff consisted of twenty-one classroom teachers, three-fourths of which hold earned master's degrees in their particular area of certification with an average of fifteen years teaching experience. The staff consisted of three men and eighteen women. The principal was a male holding a master's degree in administration. He had been principal at this school for the past thirteen years and was two years away from retirement. He, however, retired at the end of the present school term. The two special education teachers held master's degrees. The school also had two chapter one teachers: one in math and one in reading. These teachers worked with students in grades three through six: who had scored below grade level in their standardized tests. The school had a full-time librarian and itinerant teachers in speech, art, music and physical education.

There were thirteen paraprofessionals employed in kindergarten through third grades and one for grades four through six. The school also had one full-time secretary, a part-time secretary's assistant and a part-time librarian assistant.

The kindergarten class involved in this practicum consisted of twenty-six students. There were fifteen boys and eleven girls. Sixteen of the students were classified as black, eight were white and one is listed as Spanish and one as asian. Two of the boys, one black and one white, were repeating kindergarten. Three of the boys were receiving speech and one of the girls had been

recommended for learning disabilities testing. She was placed in a self-contained learning-disabilities class at the beginning of the practicum. One of the white boys became a homebound student, therefore, was not included in the practicum. The Spanish child was not included in the practicum since he was considered as a English deficient student. Twenty-three students actually participated in the practicum.

The writer had thirteen years as a public school kindergarten teacher and was in her eleventh year in this particular school. The writer had also worked in a private school kindergarten several years before moving to her present location. The writer had a master's degree in early childhood education and had some college credits toward an additional certification in administration. The writer had also had experience teaching the fourth and fifth grades. The writer had worked as a registered nurse in the pediatric and intensive care units in a hospital setting. The writer had total responsibility for the preparation and delivery of all the instructional materials for the twenty-three children involved in the practicum experience. The writer also had the responsibility to direct the activities of the paraprofessional assigned to this particular classroom.

CHAPTER II

STUDY OF THE PROBLEM

As it was structured at the beginning of the practicum a lack of student-centered individualized instruction in the classroom was evident. Children were being taught using the same methods of instruction for all children. The children began the day with the pledge of allegiance. The schedule then called for music. The music was geared so that all children were required to participate. Songs were selected to compliment the instructional areas, e.g. seasonal songs were sung to help children remember the season of the year; rhyming songs were sung when rhyming was being taught. The group then did the calendar and weather together. Next the group moved on to language arts. The writer was required to follow a preset schedule that was determined at the beginning of the year in order to meet state and local guidelines. Language arts usually included work on the alphabet and writing or language development which all children did at the same time. After lunch all children were scheduled to have math instruction followed by physical education/health or science/health and the day ended with art activities and center activities. The art and center activities were also structured. It was, therefore, apparent that there was a lack of student-centered individualized instruction.

The state had enacted legislation that had established certain guidelines. Every classroom teacher was expected to adhere to these guidelines. In the kindergarten area each subject

area was allotted forty-five minute segments. The writer was required to have on file in the school office and in the classroom a schedule showing how the forty-five minute segments were divided and what was being taught during each of these segments. The writer was also required to have individual schedules for each child in the room showing that they were indeed being instructed in the subject area recorded on their full-time equivalency sheet (FTE) (See appendix A). These sheets also had to record any variations that occurred in the student's schedule, for example, the children, who had been staffed for speech had to have the days and times that they took speech recorded on their own full-time equivalency sheet.

Upon entering the classroom an observer could quickly see that every child was doing the same task with only slight differences. The lesson plans (See Appendix A) had been structured so that they were taught on one level of instruction using small or large group methods of instruction. Little individualization took place except with the children, who appeared to be having problems or difficulties.

Curriculum guides had been developed in every area of instruction for each grade level. These guides were issued to every teacher for their grade level and the teacher was responsible for the material that was covered in each of the guides. The guides also provided methods of presentation and evaluation that each teacher could use in presenting the material. These guides were to help provide uniformity of instruction across

this local school system. In addition to the local systems curriculum guides the state had adopted 'The Quality Basic Education Act' (QBE) which dictated subject areas to be taught at each grade level and the material to be covered in each given subject. This was further expanded with the guide referred to as the 'Basic Core Curriculum' (BCC). This guide took each subject area and listed the objectives to be reached at each grade level. The Basic Core Curriculum was undergoing a change and would be named the Quality Core Curriculum (QCC) when the change was completed. The state sent monitoring teams around to every school in the state. The team checked teacher's lesson plans, documentation of schedules and made sure that the full-time equivalency sheets were being adhered to for every student. The writer was facing another type of assessment. The state now required the principal to assess each teacher four times a year on their performance and level of instruction. They were to make sure that the each teacher was presenting material that had been approved and was apart of the BCC guide.

The causes of the problem were varied. Lesson plans were required to be very restrictive, in that, they were divided into forty-five minute designated segments, some segments were fifty minutes. Full-time equivalency (FTE) forms were required for every student in every room. These forms showed where the child was at all times of the school day and what subject area was being addressed during that segment of the school day. The forms were required to show when a child was receiving special education,

e.g. speech, and the days and times of the day when he was out of his regular classroom. The person providing the special service also had to be listed on his individual FTE form. Teachers were expected to be teaching the subject indicated on the form at the time indicated by the form. The principal was required to make regular classroom visits to evaluate the teachers performance and adherence to the schedule as indicated on the FTE schedule (See Appendix A).

Local curriculum guides were issued to every teacher. The local school system had developed a guide for every subject area and at every grade level, kindergarten through twelfth. It was mandated by the local school system that the writer teach the material that was outlined in the curriculum guides at her grade level. The state had also developed the Basic Core Curriculum (BCC) which specified subjects and objectives to be taught at each grade level. This was presently being revised and would be called the Quality Core Curriculum (QCC). The classroom teacher must conform to both the state guide and the local curriculum guides.

The writer had many courses in early childhood education. All of the courses stressed that each child learns differently and that each child needs to learn at his/her own pace. The writer agreed with these ideas. The writer had yet to be shown how to individualize instruction when there are twenty-five five and six-year old children in a room. Knowing what was best for children and being able to do what was best was not always easy. It had become apparent that schools of education were missing the

mark when they fail to help a teacher to gain expertise in the wonderful method of individualization of instruction for children. The writer had little instruction in the development of centers to aide in the facilitation of the individual method of instruction.

In an article written by Spodek (1987), it was mentioned that a preschool teacher's thought processes influenced the way that a preschool teacher taught. This would indicate that one of the primary jobs of any teacher educational institution involved in producing good early childhood educators would need to be to instill in prospective teachers the desire to help children learn at their own level and then to help these educators develop the means for the implementation of these lofty and noble ideals. The literature went on emphasizing the idea that each child was unique and needed a flexible program for the development of their own individual abilities and that interaction, understanding and cooperation in a group were fundamental requirements of our society (Day and Drake, 1986). Connell (1988) suggested that a curriculum be developed around the specific needs of the individual children enrolled. He further suggested that higher on-task behavior rates can be seen when children were in learning centers than when they were doing seatwork.

In an article on learning styles, Armstrong (1987) stated that a method needs to be developed that would accommodate all learning styles. He further believed that it was the role of the professional educator to learn about these learning styles and to implement the strategies that would accommodate them in the

classroom. Suydam (1985) in a summary of a research report on "Individualized or Cooperative Learning" upheld the idea that individualization of instruction and cooperative learning between children increased their math abilities.

It has been becoming increasingly difficult to motivate children to be actively involved with their own learning. Wang and Peverly (1986) stressed that the child, who feels responsible for the knowledge he acquired was in a better position to continue his education without the assistance of the teacher. That child would in all probability become a life-long learner. Wilcox (1987) made the statement, that like Bruner, learning through discovery was the best method and suggested that teachers should be more aware of ways to implement a discovery method of teaching. One of the key terms to be aware of in the area of individualization of instruction would be the term cognitive styles. It had been proven that each individual learns in a slightly different or even totally different way from others. It becomes necessary, therefore, to adapt instruction to the differences in the cognitive styles of the learner (Saracho, 1987). These styles not only affected academic performance, but they also affected the social performance of the child (Gullo, 1988).

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

It was the writer's aim to set up a child-centered learning environment. This child-centered environment was to use the learning center approach. Each child was to receive assignments at the learning center to help that child broaden his own individual base of knowledge.

One of the writer's objectives was to help students work independently, mastering stated objectives as mandated by the state and local curriculum. By the end of the twelve week implementation period, each child was to achieve mastery in at least 8 out of 10 items as they were listed in the BCC in the area that was under instruction during the implementation as evidenced by teacher observation and a teacher-made checklist (See appendix B). The content of the checklist was dependent upon the specific objective being mastered.

By the end of the twelve week implementation period subject matter was correlated to match the objectives as they were listed in Basic Core Curriculum and in the County Curriculum Guides, using an individualized approach with at least 2 out of every 4 objectives. This goal was achieved and verified through lesson plans and teacher-made checklist.

The subject matter conformed to local curriculum guide demands. By the end of the twelve week implementation period, individualized instruction was provided for thirteen out of the

twenty-three children as was observed by in the individualized lesson plans.

By the end of the twelve week implementation period individualization took place in two out of every four assignments as was observed by the individualized lesson plans. Checklist were developed to monitor each child's progress in a given area. Center assignments were made on an individual basis. Individual assignment sheets and folders were developed with a checklist to indicate the progress each child was making at the task assigned. The child was able to find the center he was assigned to work in by locating his name on a clothes pin that had been placed in that center.

Several different checklists were developed to cover the different areas of instruction. The checklists were correlated with the BCC objectives and with the local curriculum guides. This correlation was recorded on the checklists for easier referencing. Checklists were developed in the following different areas: short vowels, number words, beginning consonants, nutrition, sight words, color words, and math concepts. Two sets of the checklists were used. The paraprofessional had one set in which she recorded when a child had completed a given assignment. The writer maintained one to use in checking when a skill had been mastered. The paraprofessional would advise the writer when a task had been accomplished. At this time a check of the child would be done orally by the writer to ascertain if the child understood the concept in the assignment that had been completed.

If remediation was required a new assignment would be given. Checklists were used at the kindergarten level since most children are not test-oriented and teacher evaluation and questioning seemed to best meet the needs of the program. Not all of the checklists developed were used due to a lack of time. The checklists covering nonstandard time and subtraction had to be omitted. The data was analyzed to ascertain the number of students meeting the objectives that has been set forth on the checklists.

CHAPTER IV

SOLUTION STRATEGIES

Connell (1988) suggested that kindergarten students learn through the discovery method. They should be provided lively activity oriented units in social studies, science, art and music through sharing and discussions. Words should be all around them, this would help to encourage the development of the desire to read. He went on to suggest that the curriculum should be developed around the needs of the children. Day and Drake (1986) agreed with Connell to some degree. They suggested that not all learning should take place in the learning centers, but some learning should take place in skill groups, especially when a new skill is being introduced. The units used should be organized in such a way as to supplement specific objectives. Garey (1982) made the suggestion that materials should be kept within the reach of the children and that each child should have his own space. He also stressed that children should feel responsible for the materials they used from the very beginning. Garey (1982) and Day and Drake (1986) agreed that the physical environment was very important. Garey gave the following suggestions concerning room arrangement. Garey mentioned that materials for each center should be kept separate and the children should understand that they are to be kept separate. He also suggested that at the beginning when children may have difficulty making a decision that the decisions should be limited to only two at a time. It was

also important for ground rules to be set and that the teacher had to insist that the rules be followed. An added suggestion of Day and Drake was to use a color code to denote the different learning centers and or games and activities so that the child would know where to go and what to get without the teacher having to give directions. They also mentioned the need for consistent rules and frequent feedback. Kessler (1978) added this bit of advice. He said that you should never allow children to move or change centers until the allotted time for the center activity was over. Kessler also mentions that rules were essential and that children should be expected to obey the rules at all times.

In the writer's situation, the suggestion given by McCabe (1978) proved of utmost value. He suggested that when a teacher is trying learning centers for the first time, he should begin slowly with only one or two centers so as to not become overwhelmed. This one suggestion was employed when the writer began the implementation of learning centers. The writer provided a folder for each child that contained that child's individual center assignment and any special assignments needed to reinforce a deficient skill. The centers were integrated into the curriculum in such a way as to strengthen skills being taught in more than one area of study.

Week one of the practicum was spent with the paraprofessional explaining how the different checklist were to be used. It became necessary to provide her with two different lists. On one of the lists she checked off when a student had completed an assignment.

On the other checklist she recorded when she felt a child had mastered a certain skill. If she felt that the child needed additional work on a certain skill she indicated that on the second checklist. The writer had to help the paraprofessional with correct questioning techniques in order for her to ascertain if a child understood the skill. All during the practicum the writer had to continue to instruct the paraprofessional in the correct use of questions.

During the second week of the practicum the writer prepared the individual file folders. One problem that became apparent was the need for more than one folder for each child. Perhaps one for each discipline located in different areas in the room would have eliminated some of the problems encountered when too many children tried to get to their folder at the same time. The second and third weeks of the practicum were also used to develop the learning centers. Learning centers were developed for beginning sounds, short vowels, nutrition, and different math skills that were introduced. Two of the math centers were not used due to a lack of time. These two centers, the one on time and the center dealing with subtraction, were enrichment centers and not required as a part of the kindergarten curriculum.

At the beginning of the fourth week of implementation the children were introduced to the file folders and the center concept. The folders and the centers were then used continuously during the entire practicum. It was explained that in their folder would be placed the work that was assigned to them for that

day. After the flag salute and music which were still done together the children went to their folders one group at a time to begin their days activities. They were to begin by taking their writing assignment out and depending on their ability they would either copy a prewritten story or they could create their own and illustrate it. The children were encouraged to try their sounding out of words using the sounds they had been taught, help was given on difficult words if they were writing their own story. Small group work was carried on while the children did their writing and the other assigned work in their folders. A sequence was set up so that the children knew when to do what skill. The language arts assignments were to be completed first, then the math and then the nutrition assignment. The children were able to find their afternoon assignment by locating their name on a clothespin. The afternoon assignments varied depending on the need of the child and the skill emphasis of the day.

In the beginning sound center and in the short vowel center the child was given a letter of an already learned sound. He was expected to cut and color the letter and then go to the magazines and catalogs to fine pictures that began with that letter or in the case of the short vowel sound a picture containing that sound. He then cut and glued the pictures on the same sheet of paper to which he had affixed the letter.

In the nutrition center each child was asked to get pictures from home of the four different food groups. This was an effort to involve the parents in the education of their child. In many

cases the parents would not help the child. The writer brought in many pictures from foods that had been prepared at home in order to help these children make a booklet of the four basic food groups. The paraprofessional was also asked to bring in pictures to help the children. The pictures were placed in a basket so that the children had to decide for themselves into which group the picture was to be placed. The children also drew pictures of their favorite meal being sure to use all four of the food groups. The children were encouraged to examine the lunchroom food to see if they could identify the four food groups. In their file folders was placed a paper plate for them to use to make a balanced meal using some of the food pictures that brought from home or the ones provided for them.

The different skills taught in math were handle first in small group using concrete material. Then assignments were given individually in the child's folder to reinforce the skill. The child would use whatever manipulative needed in order to accomplish the task. The assignment had to be checked by the writer or the paraprofessional before the child could move to the next assignment.

The main difficulty occurred when several children finished a task at the same time and went to their file folders for their next assignment. Another problem arose with children who were not self-motivated or had difficulty with a given assignment. There were also children who finished everything assigned to them and came seeking additional work.

As the practicum concluded at the end of the twelve weeks the writer met with the paraprofessional for additional input. The postdiscussion of the actual practicum gave assurance to the writer that the children did achieve many of the goals and objectives outlined for a successful practicum experience.

CHAPTER V

RESULTS, CONCLUSIONS AND RECOMMENDATIONS

The actual work of the children concluded with the end of school. At that time the writer spent time with the paraprofessional to gain insight into her observations of the different aspects of the practicum. The results were then compiled to ascertain if indeed the children had achieved the goals set forth for them in the practicum and if the writer had obtained the desired outcome.

Several centers were developed. These centers were designed to meet the specifications listed in the curriculum guides and the BCC manual as sent out by the state. The centers allowed freedom of movement for the children as they performed the task and accomplished the goals set forth for them individually. Mastery was achieved in several areas of instruction by the end of the twelve weeks of implementation. The subject matter was correlated with the BCC objectives and the local curriculum guides and the correlation was placed at the bottom of the checklists for easy referencing when making lesson plans for the individual children.

The children received individual assignment through the use of file folders. This was in keeping with the ideas expressed by Connell (1988) when he stated that the curriculum design should meet the specific needs of the individual child. The child was checked on the assignment by the writer or the paraprofessional before proceeding to the next assignment. The twenty-three

children that actually participated in the practicum were allowed to proceed at their own rate and were continuously monitored to keep them on task. A reward system was established to help motivate the children to finish each task in an acceptable manner. Rules were established for monitoring children's behavior. The rules were simple and adhered to at all times so that consistency was felt (Development and Utilization, 1985).

A high level of mastery was achieved by many of the children on several of the checklists. The checklist for recognition of number words revealed that twenty children achieved 100% accuracy. The checklist for recognition of color words indicated that all the children had achieved mastery at the 100% level. 85% accuracy was found for the children in the nutrition unit with the common error found to be mixing cereals with vegetables, especially if the cereal was a corn derivative. The checklist for beginning sounds showed that thirteen of the children mastered all nineteen beginning sounds at 100% accuracy. Seven children had a 61% accuracy on the same nineteen sounds. Ten children received 100% accuracy on the sight word checklist and nine children made a 75% accuracy rating. The math concepts appeared to be more difficult for the children. In the area of addition the checklists showed an overall accuracy rating of 75% for the whole class. A 75% rating was also achieved for the checklists containing order/height and length, capacity and mass. The children appeared to have a better understanding of estimating and comparing lengths. They achieved an overall rating of 85% according to the

checklist. The highest of the math scores was found in sequencing events. The class was able to perform this task at a 90% accuracy level.

The practicum appeared to be successful. The children responded readily to the idea of individual work that they could do without waiting for slower children. They adapted easily to the new routine. It enable both the writer and the paraprofessional to zero in on the children having difficulties. The other children in the class were eager to help their classmates understand an assignment or to get materials needed for the completion of the task at hand.

The file folders were a good way to keep each child's work separate. The writer felt that each child would have benefitted even more if several folders had been available at different areas in the room. This would have eliminated the crowding at the one set of folders. It would also allow the assignments for the different disciplines to be kept separate. The children need to begin the use of centers earlier in the year in order to achieve the maximum benefit from the center approach to learning.

The other kindergarten teachers in the school were very interested in the use of the centers. Several times the writer shared ideas and center activities with them. In the future it would be interesting to develop centers early on in the school year and let the children begin discovering learning at their own level and at their own pace.

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APPENDIX A

DOCUMENTATION FORMS

MCSD TEACHER SCHEDULE

SYSTEM 706 Muscogee County School District
Georgia Department of Education Standards Data Collection Form

SCHOOL _____ Circle One, M/A N/A 25

TEACHER'S NAME _____ SOC. SEC. NO. _____

CERTIFICATE: TYPE _____ FIELD _____ EXPIRATION DATE _____

FTE Segment and Time	Grade	Room No.	No. of Students	Subject/Activity	Check if RMC	Circle Days Taught	Beginning and Ending Time
						M T W T F	
1						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
2						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
3						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
4						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
5						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
6						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
						M T W T F	
				Total Instructional Hours			

Teacher arrives at school at _____ a.m. and leaves at _____ p.m. Lunch time is _____.

Segments for Kindergarten and Grades 1 and 2 are 45 min., and Grades 3 through 6 segments are not less than 50 min.

Note: This form must be completed on the 15th day of each new semester or quarter and each time the above teacher's schedule changes.

I certify this information is correct to the best of my knowledge and that each student enrolled in courses that require a textbook has a copy of the LBOE adopted textbook.

Principal _____ Date _____

EE013 (Revised 1988)

MUSCOGEE COUNTY SCHOOL DISTRICT
Columbus, Georgia

MEMORANDUM

TO: Ms. Mary P. Dickerson
Dimon Elementary School

FROM: Dr. Doris B. Reid, Coordinator
Educational Planning

SUBJECT: Form EE013, Revised 1988

DATE: June 2, 1989

The attached form was developed for use in our school district to gather information needed to respond to Georgia Department of Education requests.

After consulting with Dr. Eddie T. Lindsey, Assistant Superintendent for Student Services, I have been authorized to grant to you permission to use this form in the written report you are preparing for your studies at Ohio University.

Date

BBC MCSD 27

Lang. Arts Objectives and Procedures

Evaluation - Oral Teacher Observatic

Written Assessment

Math Objectives and Procedures

Evaluation - Oral Teacher Observation

Written Assessment

BBC "SD

SSK		Social Studies -	Objectives and Procedures
54	19-29	1) Learns to relate to others in centers and group time and using computer.	
56	27,29	2) Uses appropriate work habits	
60	29	3) Works in groups	
		Evaluation -	Oral 1, 2, 3 Teacher Observation
			Written Assessment
		Science - Health	Objectives and Procedures
SK49	52-56	1) Discuss weather 2) Discuss appropriate dress	
SK49	64-68 70	3) Names month and day of week.	
		Evaluation -	Oral 1, 2, 3 Teacher Observation
			Written Assessment
MUK	*	Music -	Objectives and Procedures
69-71		1) Sings simple songs 2) Keeps rhythm	
77			
		Evaluation -	Oral 1, 2 Teacher Observation
AK		Art	Objectives and Procedures
64-65	62-6	1) Uses self expression - centers and free time	
	83-85	2) Paints, pastes, draws, colors, uses clay in centers & free ti..	
	D1-3	Evaluation -	Oral 1, 2 Teacher Observation
PEK		P. E. -	Objectives and Procedures
90	1-4	1) Develops flexibility & endurance - exercise & bar play	
92-93	4-5	2) Develops gross motor skills	
94	5	3) Begins to develop movement patterns	
		Evaluation -	Oral 1, 2, 3 Teacher Observation

APPENDIX B

EVALUATION INSTRUMENTS

COLOR WORDS

NAME	RED	BLUE	YELLOW	ORANGE	GREEN	PURPLE	BROWN	BLACK	WHITE	PINK	GRAY
STUDENT 1											
STUDENT 2											
STUDENT 3											
STUDENT 4											
STUDENT 5											
STUDENT 6											
STUDENT 7											
STUDENT 8											
STUDENT 9											
STUDENT 10											
STUDENT 11											
STUDENT 12											
STUDENT 13											
STUDENT 14											
STUDENT 15											
STUDENT 16											
STUDENT 17											
STUDENT 18											
STUDENT 19											
STUDENT 20											
STUDENT 21											
STUDENT 22											
STUDENT 23											
STUDENT 24											
STUDENT 25											

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CONSONANTS

NAME	B	C-K	D	F	G	H	J	L	M	N	P	R	S	T	V	W	Y	Z
STUDENT 1																		
STUDENT 2																		
STUDENT 3																		
STUDENT 4																		
STUDENT 5																		
STUDENT 6																		
STUDENT 7																		
STUDENT 8																		
STUDENT 9																		
STUDENT 10																		
STUDENT 11																		
STUDENT 12																		
STUDENT 13																		
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STUDENT 20																		
STUDENT 21																		
STUDENT 22																		
STUDENT 23																		
STUDENT 24																		
STUDENT 25																		

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SHORT VOWELS

NAME	A	E	I	O	U
STUDENT 1					
STUDENT 2					
STUDENT 3					
STUDENT 4					
STUDENT 5					
STUDENT 6					
STUDENT 7					
STUDENT 8					
STUDENT 9					
STUDENT 10					
STUDENT 11					
STUDENT 12					
STUDENT 13					
STUDENT 14					
STUDENT 15					
STUDENT 16					
STUDENT 17					
STUDENT 18					
STUDENT 19					
STUDENT 20					
STUDENT 21					
STUDENT 22					
STUDENT 23					
STUDENT 24					
STUDENT 25					

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SIGHT WORDS

NAME	THE	IS	IN	AN	MY	NAME	I	A	SEE	COLOR	IT
STUDENT 1											
STUDENT 2											
STUDENT 3											
STUDENT 4											
STUDENT 5											
STUDENT 6											
STUDENT 7											
STUDENT 8											
STUDENT 9											
STUDENT 10											
STUDENT 11											
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STUDENT 14											
STUDENT 15											
STUDNET 16											
STUDENT 17											
STUDENT 18											
STUDENT 19											
STUDENT 20											
STUDENT 21											
STUDENT 22											
STUDENT 23											
STUDENT 24											
STUDENT 25											

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MATH.

NAME	SEQUENCE EVENTS	EST.&COMPARE LENGTH
STUDENT 1		
STUDENT 2		
STUDENT 3		
STUDENT 4		
STUDENT 5		
STUDENT 6		
STUDENT 7		
STUDENT 8		
STUDENT 9		
STUDENT 10		
STUDENT 11		
STUDENT 12		
STUDENT 13		
STUDENT 14		
STUDENT 15		
STUDENT 16		
STUDENT 17		
STUDENT 18		
STUDENT 19		
STUDENT 20		
STUDENT 21		
STUDENT 22		
STUDENT 23		
STUDENT 24		
STUDENT 25		
	BCC - MK.9 COUNTY - p.48,50	BCC - MK.8 COUNTY - p.42,44,46

MATH

NAME	COMBINE TO 5	RECORD ADD TO 5	SOLVE ADD PROBLEMS
STUDENT 1			
STUDENT 2			
STUDENT 3			
STUDENT 4			
STUDENT 5			
STUDENT 6			
STUDENT 7			
STUDENT 8			
STUDENT 9			
STUDENT 10			
STUDENT 11			
STUDENT 12			
STUDENT 13			
STUDENT 14			
STUDENT 15			
STUDENT 16			
STUDENT 17			
STUDENT 18			
STUDENT 19			
STUDENT 20			
STUDENT 21			
STUDENT 22			
STUDENT 23			
STUDENT 24			
STUDENT 25			
	BCC MK5,7 MK 2 MCSD 32,34	BCC MK 5,7,2 MCSD 32, 34	BCC MK 2 MCSD 32, 34

MATH.

NAME	ORDER/HEIGHT &LENGTH	EST.&COMPARE CAPACITY	EST.&COMPARE MASS
STUDENT 1			
STUDENT 2			
STUDENT 3			
STUDENT 4			
STUDENT 5			
STUDENT 6			
STUDENT 7			
STUDENT 8			
STUDENT 9			
STUDENT 10			
STUDENT 11			
STUDENT 12			
STUDENT 13			
STUDENT 14			
STUDENT 15			
STUDENT 16			
STUDENT 17			
STUDENT 18			
STUDENT 19			
STUDENT 20			
STUDENT 21			
STUDENT 22			
STUDENT 23			
STUDENT 24			
STUDENT 25	BCC MK 8 MCSD 42, 44, 46	BCC MK2, 8 MCSD 40, 42	BCC MK 2, 8 MCSD 40,42

NUMBER WORDS

NAME	ZERO	ONE	TWO	THREE	FOUR	FIVE	SIX	SEVEN	EIGHT	NINE	TEN
STUDENT 1											
STUDENT 2											
STUDENT 3											
STUDENT 4											
STUDENT 5											
STUDENT 6											
STUDENT 7											
STUDENT 8											
STUDENT 9											
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STUDENT 19											
STUDENT 20											
STUDENT 21											
STUDENT 22											
STUDENT 23											
STUDENT 24											
STUDENT 25											

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nutrition

NAMES	VEG.&FRUITS	MEATS	DAIRY. PROD	BREADS&CEREALS
STUDENT 1				
STUDENT 2				
STUDENT 3				
STUDENT 4				
STUDENT 5				
STUDENT 6				
STUDENT 7				
STUDENT 8				
STUDENT 9				
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STUDENT 20				
STUDENT 21				
STUDENT 22				
STUDENT 23				
STUDENT 24				
STUDENT 25				

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